II. Project Abstract
Briefly (500 words maximum) describe the proposed project clearly and concisely using the space provided.

Through the Logansport Community School Corporation (LCSC) Strategic Plan, literacy was identified as the number one focus. 25% percent of LCSC students are English language learners and 50% are considered at-risk. LCSC is focusing on utilizing data to make a decision in regards to increasing student achievement. Student (K-12) reading levels are assessed up to three times per year, and achievement of mastery of grade level academic standards are measured at the end of each grading period. Data is utilized to make curricular changes to address the areas of student need. LCSC has implemented many strategies to address the needs of the students. Technology equipment and training is the final piece vital to full implementation and in creating the motivation and high level of engagement amongst students and teachers. LCSC has had several pilots in classrooms for the Promethean Smart Board systems. With the success that we have seen within these pilot programs, expanding to include more classrooms and students is vital.

Through the utilization of two reading coaches and the development of a guided reading program, we have documented a 12% increase in reading scores. We want to increase our current success by implementing an iPod lab and installing Promethean Smart Board systems (K-8) and Prosper Smart Board systems (9-12). Through the small pilot study, we have seen a more profound increase (20%) in reading scores within the pilot classrooms versus the non-pilot classrooms. The students are more self-motivated and excited about learning when engaged with this technology.

Teachers are excited to teach outside-of-the-box by using this technology and have created a network with other pilot teachers of what works and what doesn't. We are finding that other teachers are inquiring how to utilize this technology in their classroom. Pilot teachers are able to conduct real-time assessments in order to address student learning needs and provide feedback, immediately.

These systems also allow teachers to create classroom assessments to monitor student progress while working towards the end of grading period benchmark assessment. These help to point out areas where students are struggling or not mastering a standard, and allow the teacher to revise instruction in order to insure mastery of the standards. This data is collected by all teachers in the corporation, shared with the students and principal, who in-turn shares the data with the superintendent and curriculum director.

25% of LCSC students are English Language Learners, and speak Spanish. While our population remains steady, 85% of the students come from families that only speak Spanish at home. This creates difficulty with communicating and also for students to get homework help at home. We would like to explore the use of iPods with our middle school ELL students, for communicating with parents, providing hands on learning activities individually, and to create "real world" learning opportunities for the ELL students. While we are seeing an increase in student achievement with the ELL students in kindergarten through fifth grade, we are seeing disengagement amongst sixth through eighth grade students. There has been much success at the high school with sheltered classroom instruction in the core content areas, we will be implementing the same program at the middle school levels during the 09-10 school year. The iPod lab would allow the students to gain the background knowledge and experiences to assist in helping the students to understand and grasp concepts, which helps students to acquire key vocabulary concepts that allows them to improve academically. With built in software the information would be electronically translated for parents.

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